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EXPERIMENTS.

We turned up, the other day, among some old papers, a little fragment of a diary which we began to keep at one time during our school-teaching life, and it led us to regret that we had not continued it till something really useful came of it. It is these practical observations, as we often have occasion to say, that seem to us most valuable. Somebody has said that no one, not even the most frivolous person, could keep an actual diary of the events that befell him, and the thoughts that passed through his mind, that would not be interesting to others. It is because of the reality, — that the event has actually befallen, the thought has actually occurred, — that it is interesting. Now, suppose this habit of recording observations to be not aimless, but turned towards a definite object, and with a view of throwing light upon a definite problem, and who can doubt but that the humblest observer can add something to the stock of general knowledge? His or her observations, if truly made, may be of real service to some other thinker, though from familiarity they may seem to have no significance to the maker. We never lecture in a large school, — a pleasant duty we have often occasion to perform, — without wondering and trying to conceive, as we look into the faces of our audience, how it is going within all those young brains, how many

are getting a real education, what are their real wants, and how best we can "speak to their condition." Some teachers divine all this by a sort of natural intuition; others care nothing for it, and strike at random, heedless whether they hit or miss; or go on blindly in some old groove, making of their school a dead, clattering machine. To others it is a painful, ever-pressing question, whether they have found the right way, how far their teaching *tells*, how far their labor is wasted.

We believe, in the long run, in but one thing in teaching,—in *character*, and character alone. Theories may be good or bad, machinery and outward arrangements, school-books and school systems all have their place; but if the one thing, character, be lacking, then all is lacking. No machinery, no school-books, no theories can supply its want, while it can go far to make up for the most wretched deficiencies in all these. Yet, an earnest teacher, though to some degree each must be the contriver of his own methods, is sure to be brought to problems on which he or she would be glad of the light of others' experience. Left to themselves too much, teachers often err through the very faithfulness with which they carry out their own idiosyncrasies, and a school is sometimes bad just in proportion to the energetic zeal with which a bad method is put in practice. Here we see one teacher wearing himself out with no appreciable effect upon his pupils; there we see another, seemingly without an effort, changing the very characters of all that come within his influence.

Now there is much that is subtle and indefinable in the effect of character upon others. Character always *tells*, but we know not how. The tones of a voice, the glance of a clear eye, have a seemingly wonderful power, though that power, if we knew its history, would probably prove to be the growth of many a long-past struggle in that *self-education* which must go before all effective teaching of others. The new teacher enters his or her school, and there goes on, almost unbeknown to the actors, a silent, searching, mutual inquiry and trial of strength, pupil and teacher mutually seeking to learn what the other is made of. The coarse and vulgar nature seeks for answering coarseness; the delicate and refined nature timidly asks for recognition; the frank and manly and womanly asks for

frankness in return, and pretty soon the teacher, spite of himself, is gauged and known — there's nothing so terrible as this clear, open sense of youth. His faults are recorded, his weaknesses detected; or, his power, his honesty, his purity, his manliness recognized and acknowledged, even by the meanest. When this is done then comes a time for nicer manipulation. The teacher may make good his claims to entire respect, may be faithful and zealous in labor, and yet may feel all the while that he is missing his mark, and not producing the results he desires. If children were machines this would not be so. Given a room-full of looms and spinning-jennies and sufficient *power*, and we have only to set the wheels in motion and apply our power; yet, even then, a practised eye and delicate hand is needed to tie a broken thread, or the piece is spoiled in the making. But, because each child is a living spirit, not a dead machine, because it is with living souls that the teacher has to deal, the work becomes often most perplexing, delicate and complicated, and opens such a field, beyond that of almost any other, for experiment and observation.

It may be said that these remarks are all very well as applying to that sort of teaching where a few select pupils are to be guided and trained, but have no application to great schools where children are taught in crowds a few of the rudiments of knowledge. We doubt it. There goes reason, the proverb says, to the roasting of eggs; and so there goes character to the teaching even of A, B, C,— indeed more, we incline to think, than to the teaching of the Calculus. We have often thought it would be a curious experiment to ask a given number of persons the question, how much they consciously owed, as making them for good or evil what they were, to the influence of their school-teachers. What a history would such a question reveal: of carelessness and neglect and the perfunctory performance of high duties, or of faithful but misdirected efforts, or of brutal tyranny, hardening youthful minds that otherwise would have been tender, crushing youthful aspirations and destroying the budding germs of nobleness and goodness! And on the other hand, what records of the highest and truest service that human beings can do each other,— of the boy that was lifted above his sordid and vicious surroundings by the friendly voice of a

master, of the genius recognized and the faithfulness encouraged, of the salvation that came from school; or of the neglected girl that found in the school-room the only approach to a mother's love she ever knew! We have known instances where the character of a noble woman, teaching an humble school, was felt as a power throughout the community in which she lived.

We believe there never was a time when the capabilities of the business of teaching were so fully recognized as now, or when there was so high a standard among the best of teachers. It is a consolation to many a man who sees others pass him in the race of life, that his occupation, if followed rightly, is an ennobling one: a comfort to many a young woman who is hardly paid the wages of a menial, that, paid or not paid, she is doing high service. We do not think the service will forever remain unrecognized. While greater demands in respect to character than ever before are made on teachers, there is a growing recognition of the worth of their services, a growing appreciation of the difficulties of the task they are set to perform. It is seen more and more clearly that no money is spent so well in a republic as money spent in elevating the standard of education, that no doctrines are so thoroughly undemocratic and unrepiblican as those that would lower that standard.

And, to return to the theme from which we have digressed, we believe that nothing will so promote the best interests of a high and true education as for thoughtful and conscientious teachers to keep the record and give the result of their experiences. Some have more talent for this than others, but nothing will tend more effectually to improve a teacher's own powers, than the habit of observing and reflecting on actual everyday work, the habit of putting questions in the shape of experiments, as the man of science questions outward nature. We hope that our little journal may be made more and more the medium of communicating the results of such observations and experiences, and that the number of our thoughtful contributors may steadily increase.—[ED.

## GOVERNED TOO MUCH.

As an aphorism, this applies to school-keeping as to the business and affairs of life. Some teachers are always governing. Their codes of rules and regulations are ample enough for an ordinary State; and much of the time which ought to be devoted to teaching the rudiments is often worse than wasted in watching for and punishing the violation of some article of these codes. Others go on, day after day, without a jar or a discord, with no other body of laws to guide or restrain the pupil than the common law of right and wrong, which a pupil readily learns to understand and apply, and, in doing so, often feels that he has a share of the responsibility for the condition of the school, if the teacher will, on his own part, show him a practical lesson by example. If the teacher will satisfy his pupils that he is interested in the purposes of the school; if he will be courteous in his firmness, and gentle in his severity; if he will be just and impartial in his judgments, and will throw life enough into his lessons to excite the interest and attention of his pupils, he will have little occasion to make laws against disorder in his school, or to apply the whip or spur to the dull laggard of the class. Make a pupil feel that he has an interest in what is going on, that teaching is not a mere abstract mill-horse round, which a boy has to go through because others have done it before him, and the teacher need no longer drive him; he may lead him as a cheerful, a willing, follower. We have heard teachers gravely discussing in their Institutes and Conventions whether, and how far, corporal punishments should be applied; and we have wanted to say, "My dear sirs, if you will only govern yourselves, if you will only carry into school the spirit of a teacher, and apply to the children there the same simple rule of common sense toward them as you do to your neighbor when you meet him, and undertake to tell him what you saw in town yesterday, or what you read in the newspaper this morning, you would have as little occasion to complain that your pupils are stupid and indifferent as you have that your adult friend will not listen to your narrative." The child is the parent of the man, and if one would get at his heart or his

brain he must approach them by the same avenue in childhood as in manhood. It is idle, however, to think of applying the same rules of order, quiet, and attention to a little bundle of nerves and muscles aching by an uncontrollable law of nature for activity and motion, as to the adult man sobered by experience and disciplined by exhausted energy. And the teacher who is greatly disturbed by an occasional restlessness of childhood, or the outgushing at times of a joyous spirit, had better discipline himself, than hope to overcome the irrepressible laws of nature by any code of rules which he can prescribe for his school.

But the subject does not stop with the government of schools. It reaches the State, and deserves a moment's notice as bearing upon the system of civil polity under which we live. The simple truth is, that the nation is not yet half weaned from that old traditional notion in which our ancestors were educated, of being governed by somebody besides ourselves, and of looking up to some governing power to correct every evil and promote every good. It is moreover a relief to their feelings of discontent if they can throw the blame of misgovernment from off themselves upon the powers that be. That was the way in which things were practically managed in the mother country, during the time of the Tudors and the Stuarts; and, free as we were while a British Province, the idea was ever present that, away across the water, was the seat of that power to which, ultimately, the political action of the people was subordinate. Nor do the people yet seem to have found out, that they themselves are the government, that the functionaries who make and execute the laws, are their servants and agents, and that no law can be carried or enforced against the decided sentiment of the people. This subordination of the people to a government may be best illustrated by referring to the condition of France to-day. I cite a passage from an oration of Mr. Felton, of California, in speaking of the social condition and opinions of the different nationalities of that State: "If you compare the American with the citizen of that great country, France, so wonderful in all departments of manufacture, art and science, you will see why it is that the American is so much at home in a new country. In France the subject has had no hand in framing or making the law. A code

adapted to every want of life regulates the minutest details of every relation. The Frenchman addresses himself to the law, to punish every little injury. It regulates for him his business and family relations. It goes with him to the market, and woe to the butcher who sends him the wrong piece of beef, or the baker who commits an error as to the number of ounces it takes to make a pound. It escorts him home, and sees that the porter lets him in and does not scold him for being out so late. If his wife, tired of the conjugal domicile, seeks variety in absence, the requisite number of constables conduct her back to the loving arms of the spouse." This witty, though, it may be, slightly exaggerated picture of French life, has so much of what is known by every Frenchman to be true, that it serves as an example of a people being over-governed, and yet acquiescing because they have been educated to a traditional reverence for the government. Now, though we have no such state of guardianship over the people here, we have such an instinctive reverence for law, that we often mistake in appealing to the law as a means of accomplishing that which can be effected only by what gives life and vigor to any law in a free government — the will, judgment and sentiment of the people. The consequence is, that we have ever so many laws upon our statute books, which are a mere dead letter. There is a prevailing evil in the community. It is something which concerns all, and can only be removed or suppressed by the combined action of all. Yet what do we see done again and again? It will take time, cost money, and occasion trouble and inconvenience to individuals to grapple with the evil themselves. It is easier to put it under the ban of the law. And so the officers of the law are called in to suppress it, and men look to the government — an emanation from the people — to do what the people themselves shrink from attempting to accomplish. The good citizen goes daily by the grog-shop to which he sees the drunkard resorting, and, without expostulation upon the author of so much ruin, wonders why the law will tolerate such a nuisance, and throws off his responsibility upon the shoulders of the government. It is not that such a law is not well enough. It is that we associate with it some interposition from some quarter to carry it into effect. And we call upon the

law-making power as the people of the despotic governments of the old world do in respect to their laws, and are surprised when we are told that we are calling upon ourselves to do as the governing power what each individual shrinks from as an irksome and uncomfortable duty.

The same may be said of sustaining institutions which owe their support to the aid of the law. Mere statutes do not make good highways, or build school houses, or employ teachers. The most they can do, is to declare what the duty of the citizen or the community in this respect is, and provide the means of its execution, and then to leave it to the citizen to apply these means with effect. If, on the contrary, it undertakes to do the work itself, to supply the various details which enter into the execution of its provisions, its effect is to relieve the citizen from his responsibility, and to attempt to accomplish by the formula of a law what can alone be reached by the exercise of moral power. Take the case of our schools. Suppose each town and district were to do just what the letter of the statute requires,—raise just the requisite amount of money, keep a school just the prescribed number of weeks or months in a year, hire the cheapest man or woman who can pass the requisite examination by the committee of the town, and do just enough to escape indictment for violating the letter of the law, what would soon be the condition of our schools, and how long would it be before, in the downward course of a people, educated in them, the law itself would grow degenerate too? It not only requires that the people should, in the first place, be willing by good laws to furnish proper means and facilities for establishing and maintaining schools, but, as a far more important element of success, it requires a heart and a will on the part of the people to apply these. The efforts of one such man as the late Dr. Bigelow, of Newton, in looking after the management of schools, and keeping alive an interest in their favor by his example, are worth a whole volume of statutes which only here and there one reads, and which seek by penalties and punishments to infuse animation into a torpid community. What but the generous zeal of gifted and intelligent minds operating in different localities in the Commonwealth, has raised our schools to their present condition? As types of public sentiment,

statutes are most valuable and encouraging. But if public sentiment is not substantially up to what these statutes symbolize, they fall dead and become powerless. Our schools are flourishing because the people have been growing willing to take them into their own charge. They have learned to treat their teachers as members of a liberal profession, and to follow their lead in adopting improvements and reforms. And they cherish a generous pride in these schools as something with which the honor of the State itself is identified. The explanation of all this is, that the people of Massachusetts have been educated up to this sentiment by the friends of the system after years of untiring efforts. And we devoutly trust they will never be betrayed into the folly of putting their schools into the charge or keeping of any other power.

AN OLD SCHOOLMASTER.

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### TEACHING LATIN.

What is a Latin Grammar? It is a book in which are recorded in a systematic form, more or less perfect, the results of a long and minute study of the best Latin writers.

Its aim is to bring to view those subtle, exquisite, rational principles by which, perhaps unconsciously, those men of refined taste and profound knowledge were guided in the expression of their thoughts.

We are trying to possess ourselves of these beautiful and valuable products of their minds, or more particularly, to impart them to children. Now arises the question, Which of all the methods of studying and teaching the principles that guided these authors is the most eligible?

There are three systems. The first places the grammar into the student's hand, and directs him to commit to memory the formulæ, the rules and the exceptions. How can sensible men have failed to see that this is right contrary to nature's method of teaching language, and that it must create in youthful minds associations of dulness, insipidity, weariness and absurdity?

To cite an instance: In Andrews & Stoddard's grammar is a

definition of the subjunctive mood, with the rules for its use. It is just what ought to be there, to make a student able to write Latin. It covers sixteen closely printed pages, of fine type. Imagine a boy of twelve years floundering in the midst of these definitions, descriptions, and rules of the subjunctive mood! What does this jargon mean to him? "When the relative *qui*, in a clause denoting a result of the character or quality of something specified in the antecedent clause, follows a demonstrative, and is equivalent to *ut*, with a personal or demonstrative pronoun, it takes the subjunctive."

It is not hazardous to assert that but one in fifty at that age, or at fifteen years of age, attaches any clear conception to the three cardinal words of that important sentence.

One of this class of teachers requires his pupil to commit to memory a certain number of pages. As the child sits with the book in his hand, not only is almost every voluntary muscle of his frame, but also every mental faculty, doomed to utter inaction; the memory alone excepted.

And what is given to the memory? "Words, words" without ideas; words that awaken no image, no emotion, no sympathy, nor the slightest interest; words that represent ideas which have, as yet, no attraction to the tyro.

To this it may be replied that the grammar is progressive, and each word is fully defined before it is employed without a definition.

It might be possible that in five years a lad beginning at the age of ten, could have had the patience to study the grammar apart from the language itself, and have come to some definite conception of the long list of the technical terms of grammar. But it seems to us probable that only one in ten could bear the strain of that monotonous drill for so long a period. And there has been induced the hurtful habit of dealing with words as words, and not as representatives of ideas.

Another method is to dispense with the grammars, and teach orally. Of the two, this is preferable, because a man talking to others must make himself understood, and must interest his hearers. A book-maker alone has the privilege of amusing himself and torpifying his readers.

It is well for us to compare views with other friends of education.

If we differ, it will the more quicken thought. A writer in the "Teacher" of March remarks, in reply to the inquiry—"Would you never use a book?"—"Yes, after six months more or so." We would say, "at the beginning of the six months." This is the third method — Teach the grammar; but not by merely committing the text to memory. Teach the language; that is the end; the grammar is only the instrument, from the start. The pupil is to learn how to use the grammar. It is to be to him through every stage of his studies, until he has obtained a complete knowledge of the language, a book of reference. Commence then by teaching him how to use it as a reference book.

Assured that this method will yet become universal, we would awaken the attention of those who may be satisfied with the first method, by laying before them several kinds of evidence that their system is defective, and that a better has been discovered.

First of all, we refer to the citation in an article in the "Boston Recorder," from "The Schoolmaster," a work written by Roger Ascham, Tutor to Queen Elizabeth. He remarks:

"Let the master at first lead and teach his scholar to join the rules of his grammar book with the examples of his present lesson, until the scholar by himself be able to fetch out of his grammar every rule for every example. This is a *lively* and perfect way of teaching rules, where the common way to read the grammar alone by itself is tedious for the master, hard for the scholar, cold and uncomfortable for them both."

Then we find in President Hill's address, "On the True Order of Studies," these remarks: Each study must be begun by presenting "its facts to the senses or the imagination. Then the principles of the science must be presented. The distinguishing mark of teaching, on this mode must be its thoroughness and exactness. Teach to observe *accurately*, and to repeat the observation until the precise fact is fixed in the memory."

These views are peculiarly illustrated and confirmed by Mr. Perkins, who has carried the third method farther than any teacher of whom we have heard.

He awakens the attention in the first sentence he utters to a pupil,— not to a dry statement, or a general rule, but to a fact

easily comprehended. "Here," he says, "are four letters in the word A U L A. Now, there are several questions about the *pronunciation* of that word, for it is to its pronunciation alone we are now to attend. The first of them is, How many syllables has it? There is a rule in the grammar determining that." He turns to the rule. They see at a glance that rule has a meaning, and that it aids them in determining the first question they meet in the study of a foreign tongue. From that point he carries them through the entire grammar, teaching, in time, every rule and every exception.

But there has been no weariness, no committing dead words to the memory. The whole process has been a delightful intellectual exercise.

And, by a few repetitions of these references, experience shows that these rules become fixed in the memory, with no consciousness of an effort to commit them to memory.

We cite, in addition, the testimony of one of the distinguished teachers in our university, the late Professor Charles Beck. He has struck the precise vein we wish to see effectually worked, but seems, from discouragement or some other cause, never to have applied it in practice.

He remarks, "Much might be said in favor of a more rational mode of teaching the ancient languages, by making the study of grammar not merely a task of memory, but an exercise of the reasoning powers."

This is precisely what we maintain can be done, and is now done; and, we firmly believe, will yet be the universal practice, to the great comfort of the future student, and the great advance of solid attainment in the classic tongues.

E. N. K.

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#### TEACHERS' SALARIES.

##### *To the Editor of the Teacher :*

In the May number of the "Teacher," you quote from the eminent German chemist Liebig, who says, "In America, you spend too much money in putting up your educational buildings, and then starve your professors. And," he adds, "no man will engage in

an educational course of life, for life, on a salary of \$1,200 or \$1,500 a year, when he, by applying the ability in some other pursuit, can make \$4,000 or \$5,000 a year." What can be plainer?

The facts and the principle presented in the quotation, are applicable to teachers of all grades of schools, the lowest not less than the highest. By the Report of the Massachusetts Board of Education for 1865-6, it appears that the average of the wages paid to the female teachers in this State, is twenty-one dollars and eighty-two cents per month. The average of the wages paid to the male teachers is fifty-four dollars and seventy-seven cents. I am told that the average of the wages paid to the weavers, in one of the largest of our manufacturing corporations, is forty dollars per month, and we know that an able-bodied woman gets from two dollars to four dollars per week and board, which is from three dollars to four dollars more, for doing the merest drudgery of the house. Journeymen tailors, journeymen shoemakers, printers, engravers, and men of other trades, average from fifteen dollars to twenty-five dollars per week; master workmen and overseers in these departments range still higher.

The obvious differences in the requisites for these various callings, and that of the teacher, place the inadequacy of the teacher's compensation in a still stronger light. A woman can learn the art of weaving in three months, and ninety-nine in a hundred who make the effort to learn become good weavers. A book-keeper acquires his art in six months, and immediately commands from \$1,000 to \$2,000 per annum. The teacher spends years in educating himself and in acquiring his art, and perhaps finally fails for want of the necessary tact. But the comparison would be far more striking and far more just, if it were instituted between teachers on the one hand, and men and women conducting business on the other. It is not at all uncommon for a woman to net \$1,500 a year by keeping a boarding-house or a millinery establishment, or for a man to net twice this sum in any one of a hundred branches of business. In a city of 15,000 inhabitants, in this vicinity, there are five successful teachers in charge, one of a High, the others of large Grammar Schools, the average of whose salaries is less than

\$1,400 per year. In the same city there are five hundred business men, whose average income is above \$3,300 per year. Can there be any reason to doubt that these teachers are worth as much to that community as the business men,—that they are as pains-taking and as capable? Every city and town will illustrate the point equally well.

But, it is said, some advance has been made in the wages of teachers from year to year. Yes, an advance has been made the past year, of fifteen per cent. in the wages of male teachers, and of ten per cent. in those of female teachers. It appears, also, from the Report above cited, that, with the exception of one year, the increase of the appropriations for schools in the State during the war has been at the usual rate,—a fact, Mr. Editor, at which you express surprise. Is it not more surprising, that, with such slight increase, the schools have kept soul and body together? Compare the list of prices of 1866 with those of 1861, as presented on page 176 of the last number of the *Teacher*, and say if the increase in appropriations for schools is a subject for congratulation. Prices of clothing, provisions, and all the essentials of living during the past four years, have advanced more than one hundred per cent. Referring again to the Report of the Board of Education, it appears that the *unusual* advance in the school appropriation for the past year has increased the average appropriation for each child from \$6.38 to \$7.23, about *thirteen per cent.*; which would give an advance of *fifty-two per cent.* in four years to meet an advance of *one hundred per cent.* in the cost of living for the same period of time. By referring to the Report of the Board of Education for '60 and '61; however, it will be seen that the average appropriation per child for that year was \$6.42, so that we have really made an advance in the five years of eighty-one cents only, or less than thirteen per cent. during this whole time.

This, then, is the state of the case. What is the result, and what is to be the result in future, are questions which concern every teacher; but they are questions which concern him no more than they concern every citizen, nor so much as they concern every parent. One result is, that, with an increase in the State of 5,631 school children, we have diminished the corps of male teachers by

one hundred and thirty-eight, which is one-eighth of the whole number of male teachers employed; while we have increased the number of female teachers but one hundred and fifty-three. Now, however competent one hundred and thirty-eight of these female teachers may be to supply the places of the one hundred and thirty-eight male teachers, the remaining fifteen will be hardly equal to the task of educating the additional 5,631 children just ready to enter the schools.

Now, without reflecting in the least upon the teachers who still adorn the profession, it is fair to presume that the State and the profession have lost some of their most successful, and some of their most promising teachers; our observation points us to this as one of the results, and our reason would certainly teach us that such would be the case. The man who sacrifices a certainty for an uncertainty in the hope of bettering his condition, displays some qualities which are indicative of the successful teacher. We could name a score of men and women, who have left their situations, whose services could have been retained if a suitable advance had been made in their salaries. They were men and women who were in their right places; teachers who should not be allowed to leave their business of teaching if money would hire them to remain. A change of teachers is always and in itself an evil of great magnitude. In no previous year have the changes been so frequent as during the past year.

Another result is seen in the diminished average attendance of one per cent. upon the schools for the past year. What we have seen we are to see increasing in the future unless a wiser policy prevails in paying teachers. The teachers to occupy the vacant places will certainly come with less experience, probably with less culture, and possibly with less elevated aims, and, as a natural consequence, we must be prepared to see the cause which is dearest to all our hearts struggling for existence upon her own native soil.

The remedy is not with the teacher; he can exert his influence to prevent the evil consequences, in common with his fellow citizens, and his own personal interest will prompt him to do what he can, but he can gain nothing for himself or for the cause he would serve by a complaining spirit; he can and will quietly seek a living in

more remunerative employments; he will, as he is doing, make or take his opportunity, and turn, though regretfully, aside from his chosen profession.

The remedy lies with school officers, with town and city authorities, all of whom should labor to advance the school tax from one mill and seventy-seven hundredths, as at present, to four mills at least upon the dollar of taxable property. School officers must imitate the guardians of manufacturing and other moneyed interests, and retain, at any reasonable cost, every teacher who has proved himself the person best fitted for his place. This system would be attended with practical difficulties, we know, one of which would be the necessity of knowing whether the teacher is successful, and whether a better one can be obtained. Let this policy be pursued and the profession would command the best talent and the highest culture in the land.

This view, it will be said, is degrading to the teacher; he finds the reward for his toil in the consciousness of being engaged in a noble work; his compensation is in the grateful remembrance in which he will be held by the future men and women of his charge; his delight is to be enshrined in the affections of childhood and youth. We will take space to reply no farther, than to remind the reader that we are taking a practical view of the subject. We enjoy teaching chiefly for those hallowing associations,—they are its peculiar charm; but what we demand is, that those who are fitted for these high delights may be allowed to enjoy them without having such pecuniary sacrifices added to many other sacrifices they have to make. At present, they are luxuries in which few of this class of persons can afford to indulge.

w.

## EXPERIENCES.

*To the Editor of the Massachusetts Teacher:*

I read with interest the half of A. B. W.'s communication published in the April number; and if I understand her correctly, that her class is in the Fourth Reader in about a year from their commencement, her system has the merit of success in this instance surely.

I have had thirty years' experience in teaching, and nearly all the time in a large school, composed of all grades, from beginners, to those studying the mathematics. And I hereby send you a little of *my* experience at teaching beginners to read, which if you have the patience to read and space to publish, you may confer a favor on those who have a mixed school, and are not able to adopt successfully the course A. B. W. did with her class of "about half a dozen children," practising the three-hour system. For I am aware that if the teacher has only half an hour a day to devote to his class of half a dozen beginners, but is required to keep them in the school-room or about it for six or seven hours each day, to relieve their mammas from looking after them, he has quite a different task on hand from the one that has her class of half a dozen beginners only.

I would, however, adopt the phonetic system in either case, provided I could use a truly phonetic alphabet. But unless I could devote my undivided attention to my class of beginners, I would not attempt to teach them to call the same character by one sound in go, by another to, and by another in not, &c., but would adopt the word-method, and teach them to call *words* from their form and general appearance, as they learn to call the names of persons and objects.

Also to *write words*, not to write d-o-g dog, but to write the *word* dog without reference to the elements. The tyro will very soon learn to carry the forms of words in his mind, and when he becomes a *good* reader, as he is sure to, by this system, the forms of words will be so perfectly imprinted on his mind, that he can no more misspell a word than now he can mistake and make the letter b without a loop.

I taught my son to read all the lessons in Sander's Primer intelligently before he knew his letters. I then turned to the alphabet, and pointed to the letters, naming them rapidly, to familiarize him with the order; i. e., to teach him just what we have always tried so hard to avoid, the rote of the alphabet, and found he knew every letter before we had spent as many minutes at it, as there are letters in the alphabet. And could I have spent three hours a

day with him alone, as I taught him, or with him in a small class, I am satisfied he could have read intelligently, within one year, *any* composition he could have comprehended; and in two years he could have written nearly every word in the language correctly, without having ever spent a moment at learning to spell.

Of course, these are estimated results, but I followed this system in several instances far enough to justify the conclusion: and if I dared trespass upon your time and space—as I intended when I commenced—sufficient to give you my experience in teaching beginners by the word-method, I should furnish sufficient data to justify the conclusion, in my opinion.

But I will not prolong this first article, and will close by saying the great saving of time in learning to read and write (spell) by the word-method is not the greatest advantage of the system,—for I believe children taught properly by this system will seldom form a dislike to study or to going to school, and the result would be to elevate immensely the standard of education, and finally to produce a nation of scholars and independent thinkers.

T. H.

ITHACA, N. Y.

[We hope our correspondent will let us hear from him again.—  
ED.]

#### HIDDEN LIFE.

Ay, true it is, our dearest, best beloved,  
Of us unknowing, are by us unknown,  
That from our outward survey far removed,  
Deep down they dwell, unfathomed and alone.

We gaze on their loved faces, hear their speech,  
The heart's most earnest utterance,— yet we feel  
Something beyond nor they nor we can reach :  
Something they never can on earth reveal.

Dearly they loved us,— we returned our best ;  
They passed from earth, and we divined them not :  
As though the centre of each human breast  
Were a sealed chamber of unuttered thought.

Hidden from others, do we know ourselves ?

Albeit the surface takes the common light,  
Who hath not felt that this our being shelves  
Down to abysses, dark and infinite !

As to the sunlight, some basaltic isle  
Upheaves a scanty plain, far out from shore,  
But downward plungeth sheer walls many a mile,  
'Neath the unsunned ocean floor.

So some small light of consciousness doth play  
On the surface of our being ; but the broad  
And permanent foundations every way  
Pass into mystery, — are hid in God.

The last outgoings of our wills are ours :  
What moulded them, and fashioned down below,  
And gave the bias to our nascent powers, —  
We cannot grasp nor know.

O Thou ! on whom our blind foundations lean,  
In whose hand our will's primal fountains be,  
We cannot — but Thou canst — oh, make them clean !  
We cast ourselves on Thee.

From the foundations of our being breathe  
Up all their darkened pores pure light of thine ;  
Till, in that light transfigured from beneath,  
We in Thy countenance shine.

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ONE may have spirit, learning, even genius, and not *character* — for want of character our age is the age of miscarriages. Let us form Christians in our schools, but let us first form Christians in our own hearts : the one great thing is *to have a life of one's own.* — *Père Lacordaire.*

ALL that a school can teach beyond a certain small stock of knowledge is *the way to learn.* It is a lamentable misconception of that important maxim to suppose that a liberal education can have any other end in view than to impart and exercise power to be used in after life. — *Wiese.*

## Editor's Department.

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### MEETING AT THE EDUCATIONAL ROOM.

APRIL 28th.

Mr. PILLSBURY of Hopkinton in the chair.

Mr. PAGE of Boston, (Dwight School), was chosen to preside over the next meeting.

A practical exercise was then given by Mr. Jones of Roxbury, — subject — Alligation Alternate.

The following was the subject for discussion :

What are the chief defects in our public schools, and what can be done to remedy them?

The debate was opened by the chairman, who said that one of the first as well as most annoying evils which a teacher was obliged to encounter, was whispering. It was an evil which it seemed impossible to eradicate. The expedients devised to remedy it were numerous, and it was very difficult to tell which was the best. He would like to learn from the experience of others. Another great evil, in his opinion, was too much talking on the part of the teacher. He had visited schools where nearly all the talking during a recitation, was done by the teacher. The scholars were required to say but very little. In other words he thought the prevailing tendency was to render the scholar too much assistance. If the teacher does the work for them, they will never acquire the power of doing it for themselves. He thought the scholars should do most of the talking during recitation. Some teachers also, were in the habit while conducting a recitation, of interlarding their conversation with reproofs, thus seriously interrupting the exercise. Others were too much in the habit of asking leading questions. He had heard a recitation in Geography, given by the teacher as a specimen of thorough drilling, in which the only question that was really answered by the scholars alone was, "On what mountain did Noah's ark rest?" All the other answers were drawn out by leading questions.

Mr. LITTLEFIELD, of Somerville, spoke against the practice of "showing off" schools. He thought this a great evil, inasmuch as it interrupted the regular exercises, and also gave the sanction of the teacher's example to a species of deception. He thought the effect of such a custom upon the scholars was very pernicious. He once visited a school, and was highly delighted with what he witnessed; but on going again soon after, with a friend, he saw precisely the same performance repeated. It was, in fact, a special exercise upon which the

scholars had been drilled, for the express purpose of "showing off" to visitors, and gave no correct idea of the real proficiency of the school. Mr. L. thought however, that this custom was much less practised now than formerly. The practice of whispering had been alluded to as a great evil. It was so. It was, however, an evil that could never be wholly cured. The utmost we can do is to keep it within bounds. In his own school, he allowed his scholars a short recess each half day, for the express purpose of whispering. The effect of this arrangement was, he thought, good. Another serious evil is, absences. It was one also most difficult to remedy. He thought the State should do more to help teachers in this matter. Much money is appropriated yearly, for educational purposes, but a part of it is always wasted through the absence of a part of the scholars from school. This evil is particularly felt in the country, where we have not, as in the city, truant officers to attend to the matter. Those scholars who stand most in need of instruction are the very ones who are oftenest absent, and there is always a certain percentage of such that cannot be reached by ordinary means. For these the State should make laws.

Mr. WEBSTER, of Boston, (Prescott School), said that he believed in reasoning philosophically with scholars upon the subject of whispering. He submitted to his boys that three hours is not too long a time to devote exclusively to study; that they could not accomplish what was expected of them unless they gave their whole attention to the work, and that if they persevered in trying, it would become easy for them to do so. He thought that such a course would generally be successful. In cases where it was not, he warned the offenders of the consequences of further violation of the rules, and, if they still persisted, punished them. He thought there were a few cases in which nothing but corporal punishment would do. He did not understand why a scholar who violated the rules in *this* way should be differently dealt with from one who did so in any other way. If a boy threw a book across the room, few teachers would hesitate as to their course. Why, then, should he be allowed, continually, to violate the teacher's rules in another manner, hardly less annoying? He did not believe in "whispering recesses." If scholars knew that they were at a certain hour, to be allowed to whisper, they would spend much of the intervening time in thinking what they should say.

Mr. BRADBURY, of Cambridge, said that in his opinion, some of the worst evils to which teachers are subject, often arose from the bodily condition of the teacher himself. Oftentimes the school seems to be "going badly," when the real difficulty lies in the over-sensitive state of the teacher's nerves induced by want of sleep or some other physical cause. Many teachers work so hard that their health is impaired, and their usefulness thus very much curtailed. Another common drawback was a kind of unapproachableness in the teacher. The scholars were unable to understand or sympathize with him. It was impossible for such a teacher to accomplish much in the school-room. He should be to his scholars like a father; not too familiar, but always sympathizing and kind. Laziness was another very serious evil. The only true remedy for this is found in exciting such an interest in the scholar's mind that he will work voluntarily.

In some studies this was easy, but in others far less so. In his own school every case of inattention took off some of the offender's marks, and thus lowered his standing. Another evil was, as had been said, the unwillingness of scholars, through a false notion of honor, to inform against one another. In his opinion scholars should, in such cases, be *forced* to tell what they knew. This is the practice in all courts of law, and why should it not be in the school-room?

Mr. MORSE, of Chelsea, considered that much of the dishonesty and duplicity so prevalent, particularly in cities and large towns, was directly traceable to the false sense of honor, just alluded to, which prevailed so extensively in our schools. It was nearly useless to attempt to inculcate honesty while such a spirit was suffered to exist unrebuked. Public sentiment must be changed. Another prevalent defect is, too much memorizing, especially in arithmetic. Mr. Morse then related an amusing incident illustrating what meaningless performances memoriter recitations often were. The tendency is very strong, with most scholars, to try one way and another of working an example, till they "hit upon" the correct one; this being easier than to reason out the right method. This teaching should, however, be carefully guarded against, by the teacher. *Tardiness* is another serious evil. In his own school, he read publicly, every Saturday afternoon, the names of those who had been either tardy or absent during the week. He also kept a roll of honor, on which were placed the names of those who had been neither absent or tardy, during the week. He found this plan very efficacious. Whispering had been referred to. The best remedy for this was to keep scholars busy.

Mr. Tenney, of New Hampshire, referred to what had been said about teachers talking too much. He thought they as often talked too little as too much. One of the first qualities necessary to skilful teaching is, aptness of expression. Too much time is spent in asking questions. The teacher should be so full of his subject that illustrations would come both abundantly and spontaneously. He might afterwards question the scholars to see if they thoroughly comprehended him. He would like to have more of the German method of *lecturing to classes*. He thought it required far more effort to *hear* well than to *commit* well; it was, therefore, better discipline. *Neglect of health*, was another serious evil, in many of our schools. He had recently visited a school in Roxbury, where the scholars all sat in an uncomfortable and unhealthy position, because, as the teacher said, "they kept stiller." He also denounced the custom prevailing, in some schools, of requiring children to walk with their hands behind them. History, he thought, was too little studied. The ignorance displayed sometimes, by persons otherwise well informed, was astonishing. He was at one time recently in a company of educated persons, and remarked that the day (April 19th) was a memorable one. The company asked, in surprise, why? He explained that it was the anniversary of the battle of Lexington, and also of the passage of the Massachusetts sixth regiment through Baltimore. "Why," replied one, "I thought I saw in a Boston paper that that was on the 17th!"

Mr. HILL, of Lynn, referred to what had been said about scholars informing against one another. In his own school, he had found this unwillingness to do

so, a very serious evil. He had reasoned and argued, but all to no purpose. Finally, he had insisted, peremptorily. He then related one or two instances, showing how he had, by appealing to the honor of scholars, induced culprits to confess.

The following question was proposed for discussion at the next meeting: How far should scholars be forced to inform against each other?

It was also announced that L. W. MASON, Esq., would give a practical exercise — subject, "Method of teaching the elements of vocal music."

MAY 12th.

Mr. PAGE, of Boston (Dwight School), in chair.

Mr. HUTCHINGS, of Boston (Dwight School), was chosen Chairman of the next meeting.

A most interesting exercise was then given by L. W. MASON, Esq., of Boston, in illustration of his method of teaching vocal music to children.

In the absence of a gentleman who was expected to give an account of a visit to some of the schools in Europe, Prof. W. P. ATKINSON was called upon, and made a brief address on some of the differences between various European education systems and our own, the great superiority in many of its most fundamental features of the American common school system, and the sort of benefits to be derived by American teachers from the study of European educational literature.

Mr. A. BRONSON ALCOTT, of Concord, was then introduced, and gave some account of a recent visit to the schools of St. Louis. He visited while there the High School and two of the Grammar Schools, and so struck was he with their excellence, that he came away with this query in his mind — "Are the schools of St. Louis better than those of Boston?" He would say, however, that he had not recently visited the latter. He was very forcibly impressed with the superiority of the girls in these schools. He had listened to some exercises in the Differential Calculus, and had asked the teacher how the girls compared with the boys in such difficult branches. He was told that the girls exhibited the most ability. We were accustomed, he said, to consider woman as in some respects inferior to man. We were apt to suppose that there are some problems in life which only man can solve. A visit to the schools of St. Louis would do much towards dispelling such an illusion. There were some branches taught in these schools that were not taught in those of Boston. It was but just to say, however, that the schools were brought to their present high state of excellence through the efforts of a New Englander. This man (Mr. Childs) the speaker then referred to in terms of the warmest eulogy. His whole soul seemed to be absorbed in the work of education. He was looked upon by many of the Orthodox faith with some suspicion as a man of unsound religious opinions; but such was the power of his life and example, that at his funeral one of the most prominent Congregational ministers paid a most eloquent tribute to the beauty of his character. The speaker here cautioned the young men present against committing the error, too common among men of genius and enthusiasm,

of *overworking*, and thus, by shortening their lives, abridging their usefulness. Mr. Childs once remarked to him that no system of philosophy had ever sprung from the brain of an American. We were, therefore, forced to go for our theories of education to thinkers of other nations. He had therefore studied Hegel till, said the speaker, he had "mastered the master." The great power of Mr. Childs was not, however, in his theories. It was less by *thinking* than by *living* that he accomplished such results. He understood the philosophy of soul, as well as that of mind.

He thought it quite important that Americans should study the educational systems of other nations. They will often find that in them which is worthy of imitation. The object of the Almighty in bringing men into the world was doubtless, that he should be made as perfect as possible; and this should be the aim of all education. The speaker said that, as he journeyed west from Boston, he became more and more sensible that a weight of superstition and conventionalism was being lifted from him. There he found men who habitually said what they thought, and were not continually hampered by false etiquette. He found it quite refreshing.

Mr. PHILBRICK, of Boston, said that he had met Mr. Childs at the National Teachers' Association at Chicago. He had there heard him read a paper. He saw at once that he was destined to make his mark as an educator. He was, in fact, the D. P. Page of the South. His death, as had been remarked, should be a warning to all young men to pay proper regard to the laws of health. We should so form our habits of work as to accomplish the most in the *long run*; and to this end, it is essential that we should not overtax our powers. He had once, in reply to a question from Horace Mann in regard to his health, said that he was "quite unwell," when the latter replied — "you ought to be ashamed of it." Mr. Mann was another instance of the evil effect of overworking. He had ruined his constitution, and brought on a premature death, by neglecting physical laws.

The question for discussion was then taken up. It read as follows — Should scholars be required to inform against one another?

Mr. ALCOTT considered it a question of great importance. In deciding it, we should inquire what is the law of good sense and Christianity in the matter. Suppose the case to arise in the family. If my child knows anything which the good of all requires that I should know, shall I require him, even against his will to tell me? Our natural impulse would be to answer at once — yes. The family is a unit. Whatever affects the well-being of one, touches that of all. No member therefore has a right to keep back information, the withholding of which injures the whole. In case, however, that the child refuses to tell, shall we insist? He thought we should. We should not, however, do it in too peremptory a manner. We should avoid the old-fashioned "schoolmaster style." We should first labor to convince the child that it is his *duty* to tell; and in this he thought we should generally succeed. There may be rare cases in which a child is really conscientious in refusing to give information. In such instances, we should proceed with extreme care. We are treading upon dangerous ground,

when we venture to violate the honest convictions of a child, however mistaken they may be. We should do our utmost to change those convictions, and this, if we proceeded with skill and patience, we should, he thought, nearly always accomplish. When a teacher, he had adopted in his own school the following plan for the treatment of misdemeanors. The matter was first brought to the attention of the teacher privately. He then brought it before the school without mentioning names, and took the opinions of the scholars as to the degree of crime. He then obtained the views of the guilty party, after which he gave his own views and his decision. He continually impressed upon his scholars that they and their teacher had all a common interest.

Mr. PAYSON, of Chelsea, thought that the question related only to *compelling*, not to persuading, scholars to inform. The ground is sometimes taken that to inform is a breach of honor. In his view, the question is the same in the school-room as in the court-room. Can any teacher show a difference? The teacher, he thought, had the same right to compel testimony as the magistrate had. The laws of the school-room were just as *much* laws as those of the Commonwealth.

Mr. JAMESON, of Boston, said that there is such a crime as that of "compounding a felony," and also "misprision of treason." The law says that every man must give evidence when called on. He thought, with the last speaker, that teachers had a perfect right to compel testimony. We should, at the same time, do all in our power to induce the guilty party to confess. Mr. J. then went on to refer, in a humorous way, to the remarks of Mr. Alcott, about Western freedom of manner, giving some notable instances of it, and inclining to the view that on the whole, Eastern manners would compare favorably with those of the West.

Mr. HUTCHINS, of Boston, considered the question as one of the first importance. In considering it, it should be borne in mind, that the interest of teacher and scholars is the same. There is an idea prevalent in some schools, that whatever wrong can be done without the knowledge of the teacher, is so much clear gain to the scholars. When this feeling is removed, and they come to regard their interests as identical with that of the teacher, there will be a corresponding change in their feeling about informing. Mr. H. referred to the state of public sentiment existing in colleges upon this subject, and related an incident strikingly illustrative of its evil results. Scholars should be made to feel that any breach of good order in the school is as much a wrong done to *them* as to the teacher. They would then be disposed to unite with him in discovering the perpetrator of it. He thought that teachers should do their utmost to put down this most pernicious idea that we should see any amount of wrong and suffering, sooner than inform against those who commit it.

Mr. RUSSELL, of Watertown, said that the School Committee of a certain town near Boston recently decided that if a scholar refused to inform against another, he should be expelled from the school. He wished to inquire, as a matter of information, whether they had a legal right to do so. The effect of the decision had been, thus far, to prevent the occurrence of any case of the kind.

Mr. BAXTER, of Charlestown, said that he had been informed, upon what he

considered good authority, that Committees have no such right. There was one aspect in which the question had not been presented. All agree that it is our duty to try to convince scholars that they should tell what they know. There are cases, however, in the best of schools, of those who have not arrived at that degree of moral development which enables them to see and feel this obligation. All the cases which have been brought up to-day, have doubtless repeatedly occurred in the experience of every teacher here. He was sure, however, that many had failed to convince their scholars that duty required them to inform against their school-fellows. He had pupils whom he had found it impossible to convince — The speaker was here asked how he knew that they were not convinced — "Because," said he, "I know them to be honest and manly boys." It may indicate a low moral standard; he believed, however, that when we know a scholar to be conscientious, even though he might be mistaken in his ideas, we were bound to respect his honest convictions, and had no right to compel him to violate them. We should begin by carefully preserving whatever moral sense a child has, and endeavor to work it up to the true standard. He did not believe we could train a boy's conscience by physical force, and we should be extremely careful that we do not rudely crush out what germs of moral sense he may possess. He thought it a great evil that the conscientious scruples of scholars were not more respected. When a boy really thinks it mean to inform, and then refuses to do so, in defiance of consequences, he, for one, admired him. He was made of the right material. Mr. Hutchins, of Boston, here asked the speaker what he would do if one of his boys thought it his duty to whisper in school. Mr. Baxter replied that he had never met with such a case; when he did he would endeavor to settle it. Mr. Hutchins said that if asked how he would act if a boy refused to tell when he required it, he would reply — as in other cases of obstinacy — for he believed it was seldom anything else.

Mr. HILL, of Lynn, did not believe in cowering boys down because they would not tell. We should be patient, and labor to show them that they were in the wrong. In this he thought we should generally succeed.

Mr. MARSTON knew of a school where this code of honor prevailed, and had found that most of the boys had turned out badly. He thought that such an idea was very pernicious in its effect upon those who held it. It leads to dishonesty.

Mr. COLLAR, of Roxbury, stated that in dealing with his boys, he always recognized this feeling. In fact, he sympathized, to a certain extent, with the boys, as he thought that in general they were honest in their convictions. The difficulty, he thought, arose from a confusion in their minds between right informing and common tale-bearing. He tried to remove this confusion, and explained to them that it was only in the more important matters that they were called upon to tell the teacher. He always, at first, used every effort to induce the culprit himself to confess, and thought that we could in most instances, by skilful management, succeed in this.

Mr. KIMBALL, of Boston, had no faith whatever in these pretended cases of

conscience; it was a mere subterfuge. If we can convince scholars that whispering is wrong, we can convince them that telling is right.

Mr. WHEELER, of Cambridge, said that the question amounted, in his opinion, simply to this — shall a boy be compelled to tell, who says that he don't want to?

Mr. SMITH, of Dorchester, asked whether the scholars who profess to have so much conscience in this matter, displayed an equal amount in all other matters. He thought it would generally turn out that they were, in many things, far from scrupulous.

The time having expired, the debate was continued to the next meeting.

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**EDUCATION IN THE SOUTH.** There is no more hopeful sign of the times, pointing to a regeneration of southern society, and the establishment there of *true* republicanism, than the publication of such sentiments as the following in southern papers. We quote from the Richmond "Republic":

"One of the weightiest impediments to the establishment of a system of free schools in Virginia, of a public character and of general use, have been the prejudices and pride of the people themselves. This has been neither a pride of the rich, nor the poor, nor the middle classes. It has been indulged in by all. *A free school has been an object of aversion* — to the rich, because they scorned (as they erroneously indulged the thought) to accept education for their children from the public, feeling quite competent to furnish it themselves — to the poor, because they were too proud to accept education (as they erroneously indulged the idea) which came in the form of a gift to paupers. But we are of opinion that the time has come when each and all of those prides must have a fall, or rather, that they must give way to better reason, the necessity of the case, and a system devised so as to rob either class of a pretext for the indulgence of such unfounded and unworthy feelings. We hope to see a system by which it shall be the interest, and the pride of each and every class of our people to patronize and cherish, as the common property of all, the public schools of Virginia.

"What Virginia needs and must have, is a system of free public education — a system supported and enforced by law. She must make the education of all classes a matter of concern. It must take rank even with, if not above politics, and agriculture, and banking, and commerce, and railroads. It must be a fundamental provision."

**THE ST. LOUIS PHILOSOPHICAL SOCIETY.** Boston is usually reckoned as we all know, the "Hub of the Universe," and the "Athens of America"; but to judge from the following lively description of what our western friends are doing—which we take from a St. Louis paper, into which it has been copied from the Boston "Commonwealth"—she is likely to have a western rival. We do not think Boston people will give up their turtles and butterflies, unless Agassiz and Wyman should remove to the West, when we are inclined to think they might attract attention there; and we have a strong impression that without much search, we could find one scholar at least, even in Boston, who understands Hegel quite as well as our St. Louis friends. But it is cheering and very

interesting to see the progress of learning in the West, and a new intellectual centre appearing in a State cursed only so short a while ago with all the horrors of border ruffianism. Who will despair of the country, when St. Louis takes to studying Hegel? Her discoveries in philosophy will nowhere be more warmly received than in Cambridge and Boston:

"St. Louis is a city nearly as large as Boston, but with a population far more mixed. Originally a French settlement, it has since received in large numbers almost every people of the civilized world, and not a few emigrants from Arkansas, Texas and New Mexico. The Yankee from New England, the New York and the Pennsylvania Dutchman, the Maryland Catholic, the Virginia abstractionist, the South Carolina fire-eater, have all here met and mingled with English, Irish, French, German, Italian, Norwegian, and Hungarian emigrants, of every grade and variety of fortune. There are Smiths from New Hampshire, Eliots from Massachusetts, Bretons and Blairs from Kentucky, among the leading names, along with Prussian counts, Swiss biedermeier, Scotch ministers and French savans. Such a mingling of races and diversities of culture is favorable to intellectual life, and furnishes the sharp contrasts and the cosmopolitan nonchalance which stimulate and nourish freedom of thought. And by just such a mixture of persons was the Philosophical Society founded.

"The business of these students is not to dissect turtles, or empale butterflies, or collect fossils, although these are useful employments and highly esteemed in America. They devote themselves not to physical but to metaphysical science, and they have for the present taken up Hegel. They attach more importance to the great German school of metaphysics which began with Kant, and was continued through the lifetime of Fichte, Jacobi, Hegel, Schelling and Schopenhauer, than to treat it with indifference, contempt or aversion. To them it represents a secular movement of the human mind, involving much that is perishable, more that was familiar in former times, and something which is both new and destined to continue. Of this movement they regard Hegel as the most profound interpreter, and they seek to bring his interpretation to the knowledge of Americans.

"A somewhat similar design was that of Mr. Stirling for English readers, and inspired, perhaps, by a kindred feeling. But the Hegelians of St. Louis propose to translate and publish those works of their master which have either never been translated, or very imperfectly, and to make their own commentary subordinate to the text of Hegel. For this purpose a translation of his Logic has been made with an introduction, by Mr. W. T. Harris, a former contributor to the "Commonwealth," and is to be published in the present year. Mr. Harris is also engaged on a translation of the "History of Philosophy." Prof. Snyder and Dr. Hall are translating the "Philosophy of Nature," and another student is at work on Hegel's "Æsthetic." The publication of these works is to follow, we understand, the issue of the "Logic" with Mr. Harris' introduction, but how soon we are not informed. Our correspondent himself, Mr. Krœger, is a student of Fichte, several of whose books he has translated, while other members, Mr. Brockmeyer,

Mr. Watters, Mr. Hill, &c., are at work, each in his specialty, and contributing to the discussions of the society."

The same city of St. Louis has met with an irreparable loss in the recent death of one of the ablest and most promising of young American teachers, Charles F. Childs, Principal of the St. Louis High School. "Mr. Childs," says a St. Louis paper, "was but thirty-five years of age, yet had held and adorned for some eight years the post of Principal of our Public High School. He had not only rare scholarly acquirements, but extraordinary graces of character, and was an enthusiast in his vocation. We learn that he was born in the State of New York, removed to Ohio, and graduated at Antioch College, in the first class graduating under the Presidency of Horace Mann. For a period he taught in the State Normal University of Illinois. In this city his labors have been singularly successful, and under his culture the High School has become among the most unexceptionably efficient of our institutions of learning."

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In Kansas the friends of education are going the right way to work by putting in successful operation a good Normal school. It has been open a year, has sixty students, and is reported as "gaining rapidly in usefulness and public favor." The legislature has appropriated \$10,000 for a building, and \$3,000 for current expenses.

By a recent census of our little sister State of Rhode Island, it appears that it contains 184,695 inhabitants, or 7629 less than the city of Boston. Of these, 145,266 were born in the United States, and 39,703 are foreigners. Of the white *American* population, one in 104 cannot read, and one in 66 cannot write. Of the foreign population, one in 7 cannot read, and one in 5 cannot write.

"That there are in the State of Vermont," says the New York "Independent," "twenty-four thousand four hundred and eleven children between the ages of four and eighteen, who have attended no school during the past year, is both a sad and an alarming fact, and deserves more than a passing notice." We confess we have great difficulty in believing such a statement in regard to a New England State.

According to a report made to a recent teachers' convention, in Tennessee, that State contains 80,000 adult whites who can neither read nor write. And according to the census of 1850 "there were no less than 568,182 free adults in the slave States who could neither read nor write, of whom 226,898 were men and 341,284 were women; which accounts, first, for the folly of the Southern men in going into the rebellion, and, secondly, for the greater devotion of the Southern women to it — the zeal of both being attributable and proportionate to their ignorance."

**TEACHING LATIN.** We print, in another part of our number, an article from a valued contributor, which we hope will attract the attention of all our readers. It was suggested by the labors of a gentleman who has become known by his successful teaching of Latin in the manner there described. Mr. Perkins succeeds, not we think because of any particular novelty in his method

— for that is as old as Ascham and Milton — but because he has been acute enough to see that our ordinary methods are utterly at variance with common sense, and because he has that essential quality of a successful teacher, earnestness and enthusiasm in inculcating his own. How it is that a dead, stupifying routine, has, to such an extent, crept over the teaching of the ancient languages in our schools, is a curious question. The chief answer would be that we have borrowed our methods from England, in whose great schools and colleges this method is pursued, and where it is upheld because the classics there are studied, not so much for themselves as for the extraneous ends to which classical cramming is made subservient. There it must be said that the cram is at least thorough; while here classical study is apt to be not only cram, but to have the evil superadded of being anything but thorough.

Thorough or not, it is an abuse of the human faculties, and a perversion of a noble branch of human learning. We believe that a more or less perfect knowledge of Latin, communicated in a rational way, should form a part of every education that aims to be liberal: it is not only valuable in itself, but in its use as the best means of communicating the principles of grammar, and in its value as a necessary element in the extended study of the mother tongue. But it must be taught in a rational way, or it will continue to be, what it too often is now, a stumbling-block in the way of the progress of education.

We might, if space allowed, add a long list of names, ancient and modern, to those mentioned by our contributor, as advocates of a more natural and more simple method of leaning Latin. We should find among them in England besides Ascham, Locke, and Milton, Lord Kaimes, Adam Smith, Gibbon, that excellent old schoolmaster Vicesimus Knox; and on the continent such names as Leibnitz, D'Alembert and Condillac. Our readers will find many of these collected in that interesting and valuable book — a book not half so well known as it should be — *Marcel on Language*: and we think they will thank us for gathering in a future number, from it, and from other sources, some striking extracts on this very important subject.

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#### BOOK NOTICES.

**PRINCIPLES OF EDUCATION DRAWN FROM NATURE AND REVELATION, AND APPLIED TO FEMALE EDUCATION IN THE UPPER CLASSES,** by the author of *Amy Herbert*, (Miss Sewel.) Two vols. in one. New York: D. Appleton & Co. 1866. 12mo. pp. IX. and 476.

We had intended to postpone our notice of this book until we had fairly read it through — an achievement which we fancy few of its reviewers will accomplish: but we fear that that will be to put off our task till all curiosity is over, and we therefore prefer to acknowledge that we have *not* yet succeeded in reading the whole solid 476 pages. By what fatality it is that educational literature should be, on the whole, so fearfully dull, we do not know. One would think that from childhood and youth, so full of life and cheerfulness themselves, a sympathizing

writer — and who but a sympathizer should write — might draw some inspiration to enliven the pages of the most didactic treatise. One would think that in all the mysteries lying hid in the unexpanded mind of youth, there was room for the investigations of the profoundest and most thoughtful inquirer. Yet treatises on education, it must be confessed, are, with the fewest exceptions, little better than bad sermons. Every successive writer must look at the subject from the high-and-dry, advice-giving, good-little-boy-and-girl point of view. The same wearisome moralizing platitudes are repeated for the thousandth time, till a person somewhat experienced in such reading, comes to look with terror on the task of having to peruse a new "Treatise on Education."

When we say that the authoress of the present heavy performance, is a maiden lady, of middle age — a strict adherent to the doctrines of the Church of England — has had considerable experience, and in her way, as we understand, a successful one, as governess of young ladies of the "upper classes" of English society — that she writes on and on in a heavy uniform style, page after page, on Reproof, Advice, Confidence, Faith, Respect, Vanity, and all the other stock subjects which make up such a treatise, that her pages are garnished with innumerable examples and quotations from both Old and New Testaments, — Moses illustrating meekness, and "Joab after the taking of Rabbah," want of respect, — we have sufficiently characterized the book. It is all very well — much of it very indisputable — much of it highly conventional — and all of it fearfully dull. An hour's real experience, — "a few strong instincts and a few plain rules," an open, cheerful sympathy with the young, a little good sense, a little tact, a great deal of love, will save any young teacher from the dire necessity of reading such books. We do not know what sort of young ladies our authoress's pupils turned out to be, but we should think some of them must have proved formidable personages.

Yet we should do her injustice if we left our readers with the impression that she has really nothing to say. We noted some sensible observations in the half of the book which we managed, to get through before we entirely broke down ; and we do not doubt there are more in the other half. If our authoress had been content to give the world in a hundred direct pages, the results of personal experience with her pupils, instead of writing this pretentious and heavy book of four hundred and seventy-five, she might have made an addition to literature for which we should have been grateful.

**A TEXT-BOOK OF PHYSIOLOGY FOR THE USE OF SCHOOLS AND COLLEGES,**  
by John William Draper, M. D., LL. D. New York. Harper & Brothers,  
12mo., pp. 371.

**A TEXT-BOOK ON ANATOMY, PHYSIOLOGY, AND HYGIENE, FOR THE USE OF SCHOOLS AND FAMILIES,** by John C. Draper, M. D. Professor of Natural History and Physiology in the New York Free Academy, and Professor of Analytical Chemistry in the University of New York, with 170 illustrations. New York: Harper & Brothers. 8vo, pp. xv. and 300.

The first of these works is an abridgment by Prof. Draper, Senior, the well-known author of the "Intellectual Development of Europe," of a larger work which has been some time before the public, and has been favorably received.

The second contains a course of lectures which Dr. Draper, Jr., has been in the habit of giving to his classes at the Free Academy. Both are more scientific, and intended for more advanced students, than the little work of Dr. Jarvis which we noticed in a recent number. In both, we believe, but more particularly in the first, certain theories are advanced peculiar to the authors, and which have not been as yet universally accepted by writers on the subject. It behoves a careful teacher, therefore, to compare them with standard works, like those of Carpenter and Dalton.

The work of the younger Dr. Draper is an exceedingly handsome one, and the wood-cuts are of superior excellence. In some future number, we hope to have something to say on the general subject of teaching Physiology in schools.

**SANDERS' UNION PICTORIAL PRIMER.** New York: Ivison, Phinney, Blakeman & Co

Very pretty wood-cuts, and a significant picture on the cover. At the top, a great Lowell factory: at the bottom, a cotton plantation looking a little too much like old times if it were not for a little group of black children in the foreground learning to read, doubtless, out of the Union Primer,—a very sufficient safeguard against any possible restoration of slavery.

**THE CRESCENT MONTHLY:** Devoted to Literature, Art, Science, and Society. New Orleans.

We should feel more inclined to commend this attempt to produce a Southern magazine if it did not take occasion itself to speak in terms of praise of that notorious northern paper and most deadly enemy to the *true* interests of the South—the New York World.

**MANUAL OF GYMNASTIC EXERCISES,** Arranged on Hygienic Principles and adapted to Music: compiled by E. H. Barlow, Barrett Gymnasium, Amherst College. 2d edition. Amherst: H. A. Marsh.

We commend this little pamphlet, by a successful teacher, on a subject whose importance is getting more and more fully recognized every day.

**SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB,** by William W. Goodwin, Ph. D., Eliot Professor of Greek Literature in Harvard University. Second Edition, revised. Cambridge: Sever and Francis, Booksellers to the University, 1865.

The second edition of Goodwin's Greek Moods and Tenses varies considerably from the first—as it is almost unavoidable that any book of real scholarship should do. Nevertheless, the general form is preserved, so that all references to the old edition will answer for the new; and the wording of the rules appears never to have been changed unnecessarily—indeed, the details were so thoroughly studied for the first edition, that they needed in general no revision. The most striking feature in the present edition is that the author has carried out the general principles upon which he worked, to the point of fairly renouncing all attempt to define the Subjunctive and Optative Moods, in any other way than by giving a list of their functions. "For one," he says, Preface, p. v., "I am not ashamed to admit that I cannot propose a definition comprehensive

enough to include all the examples in § 1, § 2, or § 3, which shall still be limited enough to be called a *definition*." So § 50, we have the Subjunctive in protasis "when a supposed future case is stated distinctly and vividly," and the Optative when stated "less distinctly and vividly"; where the first edition has the one "as possible" and the other "as a mere supposition."

It is possible that Prof. Goodwin has gone farther than he needed in rejecting the old doctrines, which, he says, "in the first edition I could not persuade myself to abandon so completely as to exclude the common distinction between the Subjunctive and the Optative in protasis." At any rate, the service he has done in bringing common sense to bear upon a subject so befogged as this has been by metaphysical theories, is greater than most are aware. His remarks upon this point will be of interest. Preface, p. ii.

"One great cause of the obscurity which has prevailed on this subject is the tendency of so many scholars to treat Greek Syntax metaphysically rather than by the light of common sense. Since Hermann's application of Kant's *Categories of Modality* to the Greek Moods, this metaphysical tendency has been conspicuous in German grammatical treatises, and has affected many of the grammars used in England and America, more than is generally supposed. A new era was introduced by Madvig, who has earned the lasting gratitude of scholars by his efforts to restore Greek Syntax to the dominion of common sense.

The value of this edition is enhanced by the able vindication in the Appendix (reprinted from the Proceedings of the American Academy) of the claims of the Optative to be considered a distinct tense. The general rules for Conditional Sentences, § 48, are likewise illustrated by Latin examples, which show the analogies and diversities of the two languages in this class of sentences. These few sentences and examples form a much clearer and more satisfactory set of rules for protasis and apodosis, than those of any Latin Grammar with which we are acquainted.

A.

**THE ADVENTURES OF REUBEN DAVIDGER; SEVENTEEN YEARS AND FOUR MONTHS AMONG THE DYAKS OF BORNEO**, by James Greenwood. Illustrated with numerous engravings. New York: Harper & Bros; 12mo, pp. 344.

Here is a book that will delight the boys,—"a yarn pitched by a grown-up boy for the amusement of his more youthful brethren,"—written for their amusement but garnished with "crumbs of useful information, geographical, botanical, zoological, etc."; garnished also with a great number of exceedingly well executed wood-cuts, so that it is one of the handsomest boys' books we ever remember to have seen.

**FIRST LESSONS IN NUMBERS IN THE NATURAL ORDER.** First, Visible Objects; second, Concrete Numbers; third, Abstract Numbers. By John H. French, LL. D. New York: Harper and Bros. 16mo., p. 120.

Here is a book for the little ones on a thoroughly rational system. The first lessons are profusely illustrated by very neat wood-cuts, wherein the child is to exercise its faculty of observation, and to learn to count — a simple principle — but why was it not hit upon before? We rejoice to see the value of pictures in

elementary education more and more recognized, and we are glad to see them applied to sweeten that very dry morsel, elementary arithmetic. The book is an extremely pretty one, and we recommend it, so far as, without actual experience we honestly can, to the attention of all elementary teachers.

**THE COMMONWEALTH**; a Journal of Politics, Literature, Art, and News. Weekly, \$3 per annum: C. W. Slack, Editor and Publisher, 8 Bromfield St., Boston.

We look over a good many papers, and read a few, and among the few that we read we place the Boston Commonwealth very high. It is "radical," but radical on the side of freedom, truth, and what is noble and good, as against what is narrow, base, and vile. And it has the one great merit of being thoroughly alive and always readable. Its editor is an efficient and popular member of the Boston Board of Aldermen, and of the Boston School Committee. To teachers tired with the week's narrow round of labor, and longing to get an outlook upon the great world's thoughts and doings, trying to be set thinking about matters not pertaining to their own immediate duties — and teachers will not be good for much unless they take an interest in what is going on round them — we would prescribe, whether they always agree with it or not, a weekly reading of the Boston Commonwealth.

**A PICTORIAL PRIMARY ARITHMETIC ON THE PLAN OF OBJECT-LESSONS**; by G. A. Walton, author of "Written Arithmetic." Boston: Brewer & Tileston. 16mo, pp. 96.

**A KEY TO WALTON'S TABLE FOR DICTATION EXERCISES IN ARITHMETIC; PART II.** Containing 5000 examples (with their answers) in Federal Money and Decimal Fractions, Compound Numbers, Percentage, Evolution and Mensuration; in which are embraced a great variety of practical applications of every important topic of Arithmetic; by George A. Walton. Boston: Brewer & Tileston. 16mo, pp. 108.

The first of these little books is another pretty pictorial first lessons, on a similar plan to the one we have noticed above. The second is a work, very ingeniously arranged, to bring within a small compass, and, by means of Mr. Walton's Table, an almost unlimited amount of material for class exercises in the fundamental rules and practical applications of arithmetic. The author is too well known to our readers for his book to need commendation at our hands.

**LECTURES ON THE STUDY OF HISTORY**, delivered in Oxford, 1859-61, by Goldwin Smith, M. A. Regius Professor of Modern History in the University of Oxford. To which is added a lecture, delivered before the N. Y. Historical Society, in Dec. 1864, on the University of Oxford. New York: Harper & Bros. 12mo, pp. 269.

We have only room in this number to commend this handsome little volume by the noble-hearted and eloquent English friend of America to all thoughtful students of history. It forms an important document in that discussion on the right methods of pursuing the study, and those deep questions as to its philosophy which were first raised by the remarkable and paradoxical book of Mr. Buckle, and are not likely very soon to be settled. We hope to return to the volume.

**THIRTY YEARS OF ARMY LIFE ON THE BORDER** — comprising descriptions of the Indian Nomads of the Plains; Explorations of New Territory; A Trip across the Rocky Mountains in the Winter; Descriptions of the Habits of different Animals found in the West, and the Methods of Hunting them; with incidents in the life of different Frontier Men, &c. By Col. R. B. Marcy, U. S. A., Author of the *Prairie Traveller*: with numerous illustrations. New York: Harper & Bros. 8vo, pp. 442.

We cannot do better than copy the notice of this handsome volume which we find in that trustworthy and excellent paper, the *N. Y. Evening Post*:

"We gave a somewhat extended criticism of this book, over two months since, from the proof sheets. Our favorable opinion of the work expressed then has been even enhanced by a second perusal, and by the reading of some passages not contained in the advance sheets. It is, on the whole, by far the best and most trustworthy treatise upon the subjects treated that we have ever seen.

"The author has enjoyed an unusually extended experience on our frontier, on the great Plains, and in the Rocky Mountains, and is not only a keen and accurate observer, but a good narrator of what he has seen. His descriptions of the Indian tribes of the Plains; his accounts of explorations of new territory; the thrilling history of his trip across the mountains in winter, during the Utah war; his chapter on the habits of the western game, and of the proper methods of hunting, together with the humorous incidents in frontier life, constitute a volume of extreme interest and of real instructiveness.

"The chapter on 'Unexplored Territory,' contains much new and valuable information in regard to a portion of the Rocky Mountain range of which very little is known. The description of the 'Big Cañon of the Colorado' will be found especially interesting. For two hundred miles this large river traverses a defile with perpendicular walls towering five thousand feet above its bed. Col. Marcy believes that this cañon contains large deposits of the precious metals.

#### AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-seventh Annual Meeting of the **AMERICAN INSTITUTE OF INSTRUCTION** will be held at Burlington, Vt., at the City Hall, on the 7th, 8th, and 9th days of August, 1866.

The Board of Directors will meet at the American House on the 7th, at 11 o'clock, A. M.

The public exercises will be as follows:

##### TUESDAY, AUGUST 7.

2½ o'clock, P. M., the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject: "*Our Schools—their influence on 1. Agriculture; 2. Commerce; 3. Manufactures; 4. Civil Polity; 5. Morals.*"

At 8 o'clock, P. M., a Lecture, by Moses T. Brown, of Cincinnati, on "*Reading as a Fine Art.*"

## WEDNESDAY, AUGUST 8.

At 9 o'clock, A. M., a Discussion. Subject: "*Reading as a Fine Art.*"

At 10 o'clock, A. M., a Discussion. Subject: "*Graded Schools.*"

At 11 o'clock, a Lecture by Milo C. Stebbins, of Springfield, Mass.

2½, P. M., a Discussion. Subject: "*Education and Reconstruction.*"

At 8, P. M., a Lecture, by Prof. W. S. Tyler, of Amherst College.

## THURSDAY, AUGUST 9.

At 9 o'clock, A. M., a Discussion. "*Our Schools, &c.*"—subject of Tuesday, P. M., resumed.

At 10 o'clock, A. M., a Discussion. Subject: "*Half-Time System.*"

At 11 o'clock, A. M., a Lecture, by Prof. S. S. Greene, of Brown University.

At 2½, P. M., a Discussion. Subject: "*Place of the Sciences and the Classics in a Liberal Education.*"

At 4 o'clock, P. M., a Discussion. Subject: "*Object Teaching.*"

Governors Bullock and Dillingham will be present on Thursday evening.

A liberal reduction in their rates will be made by the hotels at Burlington. The charges will not exceed \$2 per day.

The citizens of Burlington generously proffer gratuitous entertainment to lady teachers in attendance.

Tickets from Boston to Burlington, and Return, via Lowell and Vermont Central Railroad, at \$8.00 (one-half the usual rate). Excursion Tickets to Montreal and Indianapolis, at a low rate. The precise terms will soon be announced. Tickets may be had only of Lansing Millis, 5 State Street, Boston.

Free return tickets over the Connecticut River, and Rutland and Burlington Railroads to members who come over those lines.

The NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet at Indianapolis, Ind., August 13th and 14th; and the NATIONAL TEACHERS' ASSOCIATION in the same place, on the 15th, 16th, and 17th of August. The place and time of the session of the Institute have been so arranged as to facilitate attendance upon the meetings at Indianapolis.

BIRDSEY GRANT NORTHROP, *President.*

C. A. MORRILL, *Secretary.*

BOSTON, June, 1866.

## TO CORRESPONDENTS.

Several items of intelligence were received too late for insertion in the present number. Our friend and coadjutor, Mr. G. B. Putnam, of the Franklin School, Boston, has kindly consented to take this department in charge, and we beg all of our readers who have such information to communicate it to him.

W. S. T.